

Unit 3: Protect our Earth		Lesson 5: Pollution Review Week 5	Teacher: Ruan
Standards and Frameworks	Lesson Overview		
<p>Protect ourselves and the environment</p> <p>Students develop an awareness of the environment and how we can help it by reducing different types of pollution.</p>	<p>Introduction</p> <p>Standard Greeting: Good afternoon everyone!</p> <p>Presentation</p> <p><u>Review by asking questions and randomly selecting students to stick the answers on the board in a mind map. (flashcards)</u></p> <ul style="list-style-type: none"> - Who can remember what our topic was in our last class? (Pollution) - What is pollution? (Anything that makes the earth sick.) - How many types of pollution did we talk about? (four types) - What are they? (air, water, noise, land) - What causes air pollution? (smoke) What causes smoke? (cars, airplanes, factories) - What causes water pollution? (people throwing trash in the water, washing their clothes, taking a bath, and sewage) - What causes noise pollution? (construction, dogs barking, playing music too loudly) - What causes land pollution? (farms, mines, trash) <p>Practice</p> <p><u>Worksheet practice</u></p> <ul style="list-style-type: none"> - Chest worksheet. Give instructions. Give each group a worksheet for controlled practice. - In the picture on the worksheet, students must circle four causes of pollution and match it with corresponding solutions. - Teacher checks to see if their answers are correct before students can move on to the next activity. - Use PowerPoint to check answers. 	Time	
<p>Lesson Objectives</p> <p>1. Students will be better able to identify four different types of pollution and what causes them.</p> <p>2. Students will be better able to talk about ways to reduce pollution.</p>		5	
<p>Target Language</p> <ul style="list-style-type: none"> - What can we do to reduce air/water/noise/land pollution? - We can_____. <p><i>(air pollution: ride a bike, take a bus, take the MRT.)</i></p> <p><i>(Water pollution: stop throwing trash in the water, stop bathing in a river, stop washing clothes in a river.)</i></p> <p><i>(Noise pollution: stop playing music too loudly, use earplugs, keep your dog happy.)</i></p> <p><i>Land pollution: plant trees, reduce, reuse, recycle)</i></p>		10	
<p>Target Vocabulary/Lexis</p>			

<p>water pollution, noise pollution, air pollution, land pollution, reduce</p>	<p><u>Production</u> <u>Poster activity</u></p> <ul style="list-style-type: none"> - Each student gets piece of paper with a specific type of pollution on it. - Ask students to go around the class and look at their classmates ‘posters (that we have already made in the previous class) to write down what we can do to reduce the specific type of pollution they have. They have to go back to their group and write it on the given worksheet. - Ask students to say what we can do to reduce pollution. As a class, students must chorally ask: “What can we do to reduce air/water/noise/land pollution?” Next, the teacher will ask for a volunteer from each group to answer the question with the target language “We can_____”. - For freer practice: Students have to make a promise and write it on the provided worksheet. 	<p>15</p> <p>5</p>
<p>Assumptions Regarding Students Previous Knowledge</p>	<p>Summary and Closure</p>	
<p>pollution, sick, smoke, cars, airplanes, factories, trash, bathing, washing clothes, construction, dogs barking, playing music too loudly, farms, mines, trash</p>	<ul style="list-style-type: none"> - Students share their ideas about what they promise to do to help the earth. <p>Assessments</p> <ul style="list-style-type: none"> - Informal: I will check students for accuracy while they are doing the activities during the practice and production stage. 	<p>5</p> <p>Total 40 m</p>
<p>Materials: pollution posters, worksheets, flashcards</p>		